

Student's Name/Initials

/

Date

Teacher's Initials

Date

EARLY CHILDHOOD EDUCATION 2

DIRECTIONS: Evaluate the student using the applicable rating scales below and check the appropriate box to indicate the degree of competency. The ratings 3, 2, 1, and N are not intended to represent the traditional school grading system of A, B, C, and D. The description associated with each of the ratings focuses on the level of student performance or cognition for each of the competencies listed below.

PERFORMANCE RATING

- 3 - Skilled--can perform task independently with no supervision
 2 - Moderately skilled--can perform task completely with limited supervision
 1 - Limitedly skilled--requires instruction and close supervision
 N - No exposure--has no experience or knowledge of this task

COGNITIVE RATING

- 3 - Knowledgeable--can apply the concept to solve problems
 2 - Moderately knowledgeable--understands the concept
 1 - Limited knowledge--requires additional instruction
 N - No exposure--has not received instruction in this area

A. CAREER PATHS

3 2 1 N

- ___ ___ ___ ___ 1. Intern at an early childhood education center.
 ___ ___ ___ ___ 2. Present research on the roles and responsibilities in various early childhood careers.
 ___ ___ ___ ___ 3. Interview early childhood professionals.

B. DEVELOPMENTALLY APPROPRIATE PRACTICES

3 2 1 N

- ___ ___ ___ ___ 1. Determine special needs of children.
 ___ ___ ___ ___ 2. Incorporate principles for promoting responsible behavior.
 ___ ___ ___ ___ 3. Present research on developmental theorists.
 ___ ___ ___ ___ 4. Assess family dynamic issues that affect the development of children

C. CURRICULUM

3 2 1 N

- ___ ___ ___ ___ 1. Create a developmentally appropriate thematic unit integrating art, music and movement, language arts, dramatic play, math/manipulative play, discovery/science, computer

technology, and social studies, and

- ___ ___ ___ ___ active play.
 ___ ___ ___ ___ 2. Incorporate technology in the thematic unit.
 ___ ___ ___ ___ 3. Implement developmentally appropriate lessons.

D. SAFE AND HEALTHY LEARNING ENVIRONMENT

3 2 1 N

- ___ ___ ___ ___ 1. Plan learning environments according to state and federal guidelines.
 ___ ___ ___ ___ 2. Guide learning activities according to state and federal guidelines.
 ___ ___ ___ ___ 3. Apply USDA guidelines to meals and snacks.
 ___ ___ ___ ___ 4. Demonstrate skills required for CPR and first aid certification.
 ___ ___ ___ ___ 5. Demonstrate procedures to follow in cases of illness.
 ___ ___ ___ ___ 6. Identify improper practices that lead to injury, accidents, and death.
 ___ ___ ___ ___ 7. Formulate a plan for emergency procedures.
 ___ ___ ___ ___ 8. Demonstrate procedure to follow in reporting cases of child abuse and neglect.

E. COLLABORATIVE RELATIONSHIPS

3 2 1 N

- ___ ___ ___ ___ 1. Demonstrate verbal, nonverbal, and written communication skills.
 ___ ___ ___ ___ 2. Use negotiation strategies in real-life situations with peers and children.
 ___ ___ ___ ___ 3. Apply problem-solving strategies.
 ___ ___ ___ ___ 4. Create team-building activities with peers and children.
 ___ ___ ___ ___ 5. Design a technology-based resource of community services for children and families.
 ___ ___ ___ ___ 6. Disseminate a technology-based resource of community services for children and families.

F. PROFESSIONAL EMPLOYMENT SKILLS

3 2 1 N

- ___ ___ ___ ___ 1. Critique skills and procedures for seeking employment.